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ABSTRACT

The report describes the project's design, initial efforts, and revised objectives toward the development of a regional adult staff development system. Three elements were perceived to be essential to such a system: a regional consortium organization to effectively implement competency-based adult staff development programs, State-by-State and region-wide; a multi-dimensional trainer capability; and an extensive array of training units. Six objectives with related strategies and accomplishments, assessed after one year, were found to be progressing towards the major goal: (1) development of a consortium organizational framework with State and local input; and (2) continued evolvement and integration of State adult staff development plans within the regional consortium framework; (3) increasing involvement by public and private organizations, institutions and agencies in planning and implementing programs; (4) emphasis on "local adult education leadership" in individualized, competency-based training programs; (5) instituting regional resource teams to provide adult education training experiences within respective competency areas; and (6) developing training modules and materials to meet those competencies. The appendixes contain evaluation reports, sample and actual individualized training programs, and staff information. (JB)

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project act

region VIII adult competency training project

mid-year report

colorado state university
college of humanities & social sciences
department of education
fort collins, colorado

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Mid-Year Report: FY '74

PROJECT ACT (ADULT COMPETENCY TRAINING):

REGION VIII ADULT EDUCATION STAFF DEVELOPMENT

Department of Education
College of Humanities and Social Sciences
Colorado State University
Fort Collins, Colorado

December 31, 1973

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
Purpose	1
OBJECTIVE 1	2
Strategies for Accomplishment	2
Accomplishments to Date	3
OBJECTIVE 2	6
Strategies for Accomplishment	6
Accomplishments to Date	7
OBJECTIVE 3	9
Strategies for Accomplishment	9
Accomplishments to Date	10
OBJECTIVE 4	10
Strategies for Accomplishment	11
Accomplishments to Date	11
OBJECTIVE 5	12
Strategies for Accomplishment	12
Accomplishments to Date	13
OBJECTIVE 6	13
Strategies for Accomplishment	14
Accomplishments to Date	14
SUMMARY	14
APPENDICES	18

Page

Appendix

A Project ACT Regional Policy Board Representation 19

B Project ACT Interim Evaluation Report, January 1, 1974 22

C Individualized Training Program Participant Nomination Form 32

D Sample Individualized Training Program 37

E Individualized Training Program Consultations and Visitations 53

INTRODUCTION

Purpose

Project ACT, in its three-year program of operations, is designed to serve as the catalyst in Region VIII for the development of a self-sustaining Regional Adult Staff Development System. Its design includes facilitating the evolvement of three elements perceived as essential to such a system. Those elements include the establishment of:

a) A regional consortium organization to achieve effective, representative decision-making toward a mutually supportative (coordinative) mobilization and utilization of training resources (trainers, trainees, materials, facilities, equipment, and financial capabilities) in the implementation of competency-based adult staff development programs on a continuing basis, state-by-state and region-wide.

b) A multi-dimensional trainer capability state-by-state and for the region as a whole.

c) An extensive array of training units -- inclusive of training materials and designed learning experiences -- which trainers can package and bring to bear on the competency needs of adult educators throughout the region.

Project ACT is presently at midpoint of its second year of operation (Phase II). Six specific objectives, representing expansion of Phase I objectives, were established for Phase II. These objectives were designed to provide systematic direction toward the achievement of a self-sustaining regional adult staff development system in Region VIII. In order to describe the Project's progress to date, each objective will be stated, along with a description

of the strategies specified for attaining that objective; finally a brief of progress toward accomplishment of each objective will be included.

OBJECTIVE I:

To facilitate continued evolvement of the Region VIII consortium organizational framework, including:

a) consolidation of the Policy Board function as a self-sustaining, region-wide unit for the continuous planning, implementation, evaluation, and coordination of a regional adult staff development program; and

b) further evolvement of the State Strategy and Local Sounding Board elements of the vertically linked organizational system -- each to conduct, at its level of responsibility, continuous planning, implementation, evaluation, and coordination of one adult staff development program as an integral part of the regional consortium effort.

Strategies for Accomplishment:

1. Continued involvement of the Regional ACT Policy Board as a policy-making body for adult educator staff development concerns in Region VIII will be encouraged. Such involvement is to be achieved through an intensive communication system between and among Board members representing the respective states in Region VIII, as well as between other state and local adult educators and the Project staff.

2. Strategies for evolvement of the State Strategy and Local Sounding Board elements of the regional staff development system will be explored, implemented and evaluated through a cooperative effort between the Region VIII Policy Board, ACT Individualized Training

Program participants throughout Region VIII, and the Project staff.

Accomplishments to Date:

In efforts to attain objective 1, various means of communication and organizational strategies have been initiated. Following is a brief description of several such strategies utilized thus far.

The organizational framework in which Project ACT operates is based on the assumption that, in order for a regional adult education staff development consortium to be effective, efficient, and self-sustaining, there must be continuous involvement of regional, state and local representatives in the planning, conduct and evaluation of adult staff development activities. Since July, 1973, the Regional Policy Board has played a substantive role in the development and formative evaluation of the Project's individualized, competency-based approach to staff development.

The Policy Board met twice during the first six months of this fiscal year. These two formal sessions were held in July and October. (Appendix A furnishes detailed information as to the composition of the Regional Policy Board.)

Numerous contacts between Project staff and the Regional Policy Board have been made in person, via phone calls, and through written correspondence, on both an individual and group basis. Since July, members of the Project staff have traveled to each of the six states in Region VIII to meet individually with the respective Board members of those states. In addition, Project staff and Board members have held numerous phone conversations on a one-to-one basis as well as conference calls whenever appropriate. Regular written correspondence has been exchanged between and among the Board members and the Project staff.

The appointment of several sub-committees or task forces has proven

to be a useful strategy; committees have been comprised of ACT Policy Board and staff members, and "external advisors" or consultants. At the request of the Regional Policy Board, a Task Force was convened in September, 1973 to analyze Project goals, objectives and progress, and to make recommendations for future Project activities, in keeping with the intent of the Project. The lask Force included two Policy Board members (a representative of a State Department of Adult Education and a representative of an Institution of Higher Education) and two individuals external to the region.

As a result of the Task Force's recommendations, the Policy Board adopted the concept of involving Project ACT Individualized Training Program Participants as members of Regional Resource Teams in order to provide a multiplier effect and to help assure perpetuation of the regional adult education staff development consortium. (Further explanation of the Regional Resource Team concept is provided in Phase II, Objective 6, of this report.)

Based on a concern for perpetuation of the regional consortium, the Policy Board appointed a special Task Force (October, 1973) to study the composition/representation of the Board. The Task Force, comprised of two Policy Board members, the Region VIII Program Officer and one ACT staff member, is expected to make recommendations regarding "representation" that the Board might consider to insure ongoing, regional approaches to adult educator staff development.

The Regional Policy Board made recommendations for the Project's external evaluation component and agreed upon both the external and internal evaluation plans, as submitted to the Board at their October, 1973 meeting. (Reference is made to the content of these plans in a later section of this document.)

As indicated in the state staff development plans, several states have active State Strategy Boards. The respective Policy Board Members,

along with the Project Staff, are encouraging active participation of State Board members in adult staff development activities. Local sounding boards are active in some communities thro ghout the Region. Vertical linkage systems - between local, state and regional boards - continue to be encouraged by the Project staff.

In continuing efforts toward the evolvement of an ongoing staff development assessment system, members of the Policy Board are utilizing "participant data sheets" in staff development activities in each of the respective states. Information obtained from the data sheets is being computerized and feedback is being provided to the respective states, as well as to the Project staff. As indicated in the State Adult Staff Development Plans (previously submitted to USOE), the states are concerned about and are implementing strategies for needs assessment of adult educators.

In efforts toward continuing involvement of the Region VIII consortium organization, the following plans will be implemented during the remainder of Phase II and beyond, as is necessary: 1) the Regional Policy Board will hold at least two additional formal sessions (January and April, 1974); 2) members of the ACT staff will meet with the Policy Board members and/or State Strategy Boards members in the six states at least twice during the remainder of fiscal year 1974; 3) the Project's external evaluator will meet with Board members in their respective states once during the remainder of fiscal year, 1974; 4) the Task Force on Composition of and Representation on the Policy Board will convene and make recommendations to the Policy Board; and 5) the Project staff, in cooperation with the Policy Board, will continue to work toward the evolvement of an ongoing system for needs and resource assessments relative to adult educator staff development.

OBJECTIVE 2:

To encourage continued evolvement of state adult staff development plans and integration of these plans within the regional consortium framework in a manner that meets unique state-by-state adult educator training needs as well as training needs common to several states within Region VIII and/or the Region as a whole. Particular emphasis will be placed on:

- Expansion (both qualitative and quantitative) of assessment of competency needs of the various types of adult educators (e.g, administrators, teachers, counselors, paraprofessionals).
- Determination and establishment of priorities of short and long-term training needs of the various adult educators.
- Identification of resources necessary and currently available to meet adult educator training needs, including human resources (trainer and trainee expertise), site resources (exemplary programs, projects for "on-site" observation), literary resources, audio-visual resources, training packages, training programs, and financial resources.
- Development of additional resources necessary to meet both short and long-term adult educator training needs.
- Implementation and evaluation of adult educator training programs and activities designed to meet competency needs of the various types of adult educators within the Region, utilizing existing and new training resources, with emphasis on cooperative planning within, between and among the states in Region VIII.

Strategies for Accomplishment

Through the regional consortium framework, the following strategies

will be employed to accomplish this objective:

1. Developing, testing and implementing a variety of methods designed to provide information pertaining to the competency needs of adult educators on Region VIII.
2. Analysis of obtained data to establish priority competency needs of adult educators in Region VIII.
3. The utilization of a variety of methods to identify those resources necessary and currently available, and development of additional resources necessary to meet the competency needs of adult educators in Region VIII.
4. The compilation and regional dissemination of resource indices through the consortium framework.
5. The establishment of a regional newsletter designed to address adult educator staff development needs.
6. The development of more effective and efficient state and regional communication systems and programming practices to implement and evaluate new or enhanced adult educator staff development activities, state-by-state and Region-wide.

Accomplishments to Date

One of the primary goals of Project ACT is to maintain an up-to-date Resource Center containing publications, audio-visual materials and information pertaining to human and site resources that are pertinent to adult education and considered necessary for the improvement of adult educator competencies. The ACT Resource Center is presently located in Room 40, Liberal Arts Building, Department of Education, Colorado State University in Fort Collins, Colorado.

The Resource Center houses information pertaining to human, sites

literary and audio-visual resources, training packages and programs, etc. Here resources are gathered, analyzed for appropriateness and potential utilization, compiled, and disseminated. Thus far, indices of more than 3,000 resources - human, site, audio-visual, and literary - have been established. Present focus is on development of human resources. New and additional resources continue to be located or developed according to needs in the Region. For example, Regional Resource Teams fill a need for additional human resources (refer to Objective 5 of this report).

Implementation and evaluation of training programs and activities is advancing. Individualized Training Programs have been developed and are being implemented by Project participants. (For information related to Individualized Training Programs, see Objective 4 of this report.) Some examples of state training activities include the cooperative efforts of ACT participants and Policy Board members and other interested individuals from the state of Wyoming in developing a film-strip training series. The series, entitled "On Creating a Clientele for Adult Education," focuses on recruitment and retention in adult education. State training activities in Utah have centered thus far on curriculum development training programs. North Dakota is directing efforts toward development of ABE materials dealing with reality-oriented instruction.

Training for ACT participants was provided through a regional workshop held in December. A large portion of this session focused on development of administrative skills based on the needs expressed by participants. (Appendix B of this report furnishes additional information concerning this training session.)

Continuing staff development activities in the states will include the use of participant data sheets to obtain profile information, training needs, availability for training, etc. Initial planning for a region-wide ASD

needs assessment device is underway.

A regional newsletter has been designed with the first issue describing the overall purpose, structure, and goals of Project ACT, as well as other staff development activities within Region VIII.

Future activities will include conduct of a regional ASD needs assessment, analysis of the resulting data, and establishment of ASD priorities (short and long-term training needs). In addition, resources will be identified or developed on a continuous basis; a computerized system to be developed will include all resources contained or listed in the Project ACT Resource Center. Other continued efforts include dissemination of ACTivator, the quarterly regional newsletter, and further implementation and evaluation of training programs and activities.

OBJECTIVE 3:

To seek increased involvement by public and private organizations, institutions, agencies, groups and individuals in planning and implementation of adult educator training programs.

Strategies for Accomplishment

1. Increased knowledge and understanding of the field of adult education and of adult educator training programs will be encouraged through interaction with a variety of groups and individuals by those most intimately involved in the Regional consortium.
2. Broader, more representative participation on local sounding and State Strategy Boards will be encouraged.
3. Commitment by a variety of organizations will be assessed through a systematic process designed to identify those training resources currently available to meet adult educator competency needs.

Accomplishments to Date

Efforts have been made to seek involvement of organizations and individuals through contacts by the ACT staff in person or via letters and phone conversations. Emphasis has been placed on obtaining support and involvement from a variety of groups and individuals in Region VIII as potential site and consultant resources for adult educator training programs (e.g., business and industry, colleges and universities, correctional institutions, state agencies, Job Corps, Manpower, media, private consultants, community schools). Concentrated search efforts for site and consultant resources are based on needs of individuals, or needs in common, as expressed in the region. One such effort to search out resources has resulted in the publication of a booklet, Leadership Variations in Colorado for Internship Learning Experiences. (Copies of this booklet and other information on identified sites and consultants are located in the Project ACT Resource Center.) Continuous effort will be made to seek out additional agencies, organizations, groups, and individuals as resource sites and consultants for adult educator training programs.

As a result of these efforts, a number of successful visitations and consultations have been arranged for ACT participants, based on competency needs, utilizing these identified sites and consultants. (See Appendix E.) These participants have expressed increased personal competencies and have shown greater involvement in Project activities (e.g. membership and participation in Regional Resource Teams).

OBJECTIVE 4:

To provide continued emphasis on "local adult education leadership" individualized, competency-based training programs, to include:

a) further development of individualized, competency-based approaches

to meeting staff development needs of the initial Project ACT participants including expansion of the numbers and kinds of materials and learning experiences available to them.

b) identification and participation of additional "local adult education leadership"-type participants to become involved in individualized competency-based training programs.

Strategies for Accomplishment

1. The finalization of initial Individualized Training Programs(ITP) for ACT participants.
2. The implementation of one-year ITP plans by ACT participants.
3. The accomplishment of formative and summative evaluation of the ITP approach by Project ACT participants, Regional Policy Board members, Project staff and evaluators, and special training consultants.
4. The refining of the process by which ITP's are developed.
5. The application and evaluation of the refined process as new participants become involved in the ITP.

Accomplishments to Date

Individualized Training Programs for the 25 initial ACT participants were finalized in August, 1973. Participants began implementing their ten-month programs in September, 1973.

Selection of these participants was accomplished through a simple procedure. Project Policy Board members provided a form for application (Appendix C) to those persons in their respective states whom they felt to be qualified to participate in the Project. Policy Board members collectively selected participants from these applications and participants were notified.

Development of ITP's was based on competency need areas expressed by

the individual. (See Appendix D for a sample ITP). Appropriate experiences were recommended, based on the need areas, including consultations, site visitations, and use of literary and audio-visual resources. Participants determine a time schedule to follow and are sent appropriate resources through Project ACT Resource Center. Participants communicate periodically with ACT staff concerning progress, appropriateness of specific experiences, and need for any adjustment in any part of the ITP. Appendix E of this report lists site visitations and consultations completed by participants as part of their ITP experiences.

Further evaluation of these programs will be conducted during April and May of 1974, prior to completion of respective programs by participants.

OBJECTIVE 5:

To facilitate development of Regional Resource Teams (comprised of current and new Project ACT Individualized Training Program participants) whose responsibility it will be to provide adult educator training experiences within Region VIII in their respective competency area(s).

Strategies for Accomplishment

1. Project ACT individualized training program participants' areas of expertise and/or interest as well as commitment to serving as a member of a Regional ASD Resource Team will be assessed.
2. Number and kinds (competency area) of Regional Resource Teams to be formed, as well as the composition of each team will be determined with consideration for (a) adult educator competency needs within the region, and (b) expertise and/or interest of ACT participants.
3. Teams will be formed and be involved in additional/accelerated training in their respective competency areas.
4. Teams will participate in the development of competency-based

training modules, packages, activities to be utilized in the conduct of ASD activities in the region.

5. The utilization of Regional Resource Teams by local, state and regional adult educator groups in the conduct of ASD activities will be encouraged.

Accomplishments to Date

In December, 1973, Project ACT sponsored a workshop at which time ACT participants were assigned to one of five Regional Resource Teams. Assignments were based on interests and areas of expertise as expressed through an interview of each participant conducted by ACT staff. The five teams are: Interpersonal Communication; Administration in Adult Education; Community-Wide Programming in Adult Education; Individualized Approaches to Instruction (ESL, ABE, R ading); and Recruitment and Retention of Staff and Students in Adult Education. Each team has a diverse membership with persons from various states offering various skills, insights and ideas to the team.

Two innovative concepts are being utilized in development and implementation of the Regional Resource Teams. The first is the use of a practitioner to serve as a consultant and state liaison person; the other is the "multiplier effect" achieved by use of ACT participants as trainers of adult educators.

It is anticipated that with the addition of 25 - 36 new ACT participants, to be initiated in March, 1974, five to ten Regional Resource Teams will be developed, thereby addressing even more adult educator staff development needs.

OBJECTIVE 6:

To engage in development of training modules, sub-modules, packages and/or activities designed to meet the competency needs of the various types

of adult educators in Region VIII.

Strategies for Accomplishment

1. Training modules will be developed through utilization and refinement of components of Individualized Training Program plans finalized and tested earlier in Phase II.
2. Information pertaining to the availability and content of the training modules will be disseminated through the Regional Consortium framework, the Regional newsletter and other means deemed appropriate.
3. Regional Resource Team members will have responsibility for assisting in the development of training modules, as well as in utilizing appropriate modules in the training of adult educators in Region VIII, and/or dissemination of information to other adult educators as to the availability of such modules for individualized, competency-based staff development.

Accomplishments to Date

Progress thus far has centered around planning for training module and package development. The March workshop will be an opportunity to elicit ideas from RRT's and to begin to coordinate team assistance with staff efforts in actual training module and package development.

SUMMARY

Project ACT is presently at midpoint of its second year of operation. (Phase II). Six objectives were established which would provide systematic direction toward the primary objective of achieving a self-sustaining regional adult staff development system in Region VIII. Evidence supporting progress toward this primary objective is briefly presented below:

Results Related to Objective 1, "Consortium Organization":

A) An intensive communication system has evolved among Regional Policy Board members, other state and local adult educators and Project staff utilizing written correspondence, phone calls and person-to-person contact on a group and individual basis.

B) Task force efforts (through appointment by Board) have resulted in adoption of the RRT concept; study of Policy Board composition and representation; planning for Project external and internal evaluation; increased support for ASD activities in individual states; encouragement of linkages between local, state, and regional boards; and use of participant data sheets in staff development activities in states.

C) Future plans include Policy Board meetings with ACT staff involved; meetings of external evaluator and Board members in their respective states; recommendations from Task Force submitted to Board concerning Board composition and representation; and continued planning for an on-going system for needs and resource assessment relative to adult staff development.

Results Related to Objective 2, "State and Regional ASD Plans":

A) The Project ACT Resource Center presently contains over 3,000 audio-visual materials; a continuous search for additional resources is being made based on needs in the region.

B) Training programs are being implemented on an individual basis and cooperatively among states, ACT participants, and staff. A regional workshop focusing on development of administrative skills was held. Participant data sheets are being used to assess training needs and a region-wide ASD needs assessment device is being developed.

C) A regional newsletter is being distributed.

D) Future activities will include: conduct of a regional ASD needs assessment; determination of training priorities; identification of resources; and development of a computerized system for identification, storeage and retrieval of all resources in the Project ACT Resource Center.

Results Related to Objective 3, "Involvement of Others":

A) Contacts have been made with various individuals and groups to disseminate information on adult education training programs and to obtain support of potential sites and consultants for more effective adult educator training programs.

B) A number of successful site visitations and consultations have been arranged for ACT participants.

Results Related to Objective 4, "Individualized Training Programs":

A) Individualized Training Programs for 25 participants were finalized and implementation is underway.

B) Numerous site visitations and consultations have been completed by participants through ITP experiences.

C) Evaluation of the ITP's is scheduled for April-May, 1974.

Results Related to Objective 5, Regional Resource Teams":

A) Interviews with each participant were held to determine areas of interest and expertise.

B) Five RRT's were formed based on areas of interest and expertise expressed by participants.

C) Plans are being made to expand the number of participants on teams and the number of RRT's in March of 1974.

Results Related to Objective 6, "Training Module Development":

A) Plans are underway for cooperative development of training modules and packages by participants and ACT staff.

B) Further planning and coordination for module development will be a focus of the March regional workshop.

Progress has clearly been made toward Project objectives during the first six months of Phase II. Some elements of a potential regional model have been defined and developed. The tasks facing the Project in the last six months of Phase II include the maintenance and further development of these elements as well as the development of the model for the regional training effort, as a whole.

APPENDICES

APPENDIX A

PROJECT ACT

REGIONAL POLICY BOARD REPRESENTATION

PROJECT ACT: POLICY BOARD REPRESENTATIVES

Colorado

Mr. John Brennan Supervisor, Adult Education	Colorado Department of Education Denver, Colorado
Dr. Arvin Blome Head, Department of Education	Colorado State University Fort Collins, Colorado

Montana

Mr. Bill Cunneen Supervisor, Adult Basic Education	State Department of Education Helena, Montana
Dr. Earl Ringo Dean, College of Education	Montana State University Bozeman, Montana

North Dakota

Dr. John Penn Dean, Division of Continuing Ed.	University of North Dakota Grand Forks, North Dakota
Mr. Lamar Gailey State Director, Adult Education	University of North Dakota Grand Forks, North Dakota

South Dakota

Mr. George DeBow State Director, Adult Basic Ed.	Division of Elementary and Secondary Education Pierre, South Dakota
Dr. Duane Everrett Dean, Division of Education	South Dakota State University Brookings, South Dakota

Utah

Dr. Brent Gubler Coordinator, Adult Education	Utah State Board of Education Salt Lake City, Utah
Dr. Alton Hadlock Director of Adult Education	University of Utah Salt Lake City, Utah

Wyoming

Mr. Richard Rowles Director of Adult Education	State Department of Education Cheyenne, Wyoming
Dr. Glenn Jensen Head, Department of Adult Ed. and Instructional Services	University of Wyoming Laramie, Wyoming

Ex-Officio Member

Dr. Roy Minnis Region VIII Program Officer Adult Education Programs	Federal Office Building Denver, Colorado

Appendix B

Project ACT Interim Evaluation Report
January 1, 1974

Interim Evaluation Report to
Project ACT
January 1, 1974
Douglas Sjogren
Pat Aulicino

The purpose of this report is to present information and judgments of the work of Project ACT during the first half of the second project year. Hopefully the report will be useful as project work continues.

The report is organized into three main areas; project administration, project objectives, and conclusions.

Project Administration

The commitment and competence of the staff was tested during this period because of the illness of Dr. Kincaid, the Project Director. Understandably, there was some evidence of confusion and lack of direction at first, but, after a time of adjustment, the staff did move forward well with project tasks. It should be noted that there were some changes in the Education Department during the same period which likely contributed some uncertainty for the project. Fortunately, the department problem had a benefit for the project in that Dr. Blome was able to serve as Acting Project Director during Dr. Kincaid's necessary absence. The ability of the staff to function well under special and trying circumstances was commendable. The support provided by the Policy Board during this period certainly helped the staff. It should also be mentioned that the project has again employed a group of Graduate Research Assistants with much energy and ability.

The following list is of the tasks that were accomplished during this period.

1. A visit by a team of consultants was organized. The recommendations of the consultants were presented to the Policy Board.

2. A Policy Board meeting was held at which the consultant recommendations were essentially adopted. The most important recommendation was that the project create resource teams to function on a region-wide basis.
3. Implementation of the recommendations was started soon after the Policy Board meeting. All of the training participants were contacted personally regarding their willingness and ability to serve on a resource team. Nearly all made a commitment to do so.
4. The Individualized Training Packages (ITP's) were made final for each training participant and training work was started. The ITP's were revised somewhat to be consistent with the emphasis on establishment of training teams.
5. The Resource Center was further developed and now contains a varied and valuable pool of resources.
6. A system for monitoring all training activities in the region was developed and implemented.
7. A two day workshop for the training participants was held.
8. The three year plan was prepared and submitted.
9. Work started on the third year proposal.
10. Planning was done for the next Policy Board meeting.
11. Work was done on a newsletter.
12. An external evaluation plan was adopted.

These things were done. The question remains, was progress made toward the objectives? The next section will attempt to answer this question.

Project Objectives

There is one overriding objective for Project ACT and all other objectives are really subordinate or intermediate to the primary objective. The primary objective is to establish an on-going regional approach to the training of adult educators. Let's examine the evidence on whether this objective is being reached.

1. The model for the regional approach or system has not been developed. The fact that the Policy Board maintains a commitment to the project is encouraging evidence that some model can be developed. However, the Policy Board recognizes that it is probably not the appropriate policy group for a regional approach in the long run.

   The Project Director has worked on thinking through some alternatives for consideration. Such efforts are a high priority task for the next few months.

2. Elements of the model are being developed. Hopefully, these elements will fit into the system when it is developed. The elements include the following:

   a. The resource center has grown considerably and now is a strong asset. It certainly seems likely that such a center will be an integral part of any region system.

   b. A procedure for monitoring all training activities in the region has been developed and implemented. It would appear, however, that the implementation is not as effective as it should be in that only one state has reported training activities using the procedure. Again, it seems likely

that a regional system will include this element.

c. A pool of talent has been identified and is being trained to serve in the region as adult educators. The training participants attended a workshop at CSU the first part of December. At the workshop, they were asked about their satisfaction with their progress thus far. All but one indicated that they were satisfied with their training work in terms of content and progress. The one felt progress had been slow. It is apparent that the project has moved along well with the training work this year. Last summer the participants expressed considerable frustration with their training work. Now, however, they all seem to be aware of what they want and are getting from the project.

It is not evident, however, that the participants are clear on the resource team notion. It is likely that this lack of clarity is because the project has not yet defined well the role of the resource teams. Furthermore, the role definition will be difficult until the objectives and organizational structure of the regional model are defined.

Conclusions

Clear progress was made during the past six month period on the project objective. Certain elements that should fit into a regional model have been defined and developed. The elements are the resource center, a system for monitoring training activities, and training of

a pool of persons for resource teams.

The big task still facing the project is to develop the model or system for the regional training effort. Much still needs to be done in terms of defining funding, governance, and administrative structure for the regional system.

WORKSHOP IN ADMINISTRATION AND ORGANIZATION
December 7 and 8, 1973

EVALUATIVE REPORT

Colorado State University
December 13, 1973
Pat Aulicino and Douglas Sjogren

A compilation of the participant evaluations, as well as some of our own personal observations, will serve as a basis for this evaluative report on the Project ACT Administration/Organization Workshop held December 7 and 8, 1973, at Colorado State University. This report is intended, not to condemn or praise the workshop itself, but to provide feedback with the intention of improving future training sessions throughout Region VIII. The following overview should be read with the idea in mind that the opinions expressed are those of observers, not those of a participant.

Of the 20 participants, eighteen turned in written reactions to the workshop, that being the Training Activity Evaluation Form. General reaction to the session was favorable, for on a 1 to 5 scale (5 being highest) half of the participants gave the session a "4" rating. (The other ratings: one person gave a "2," six gave a "3," and one a "5." In much the same fashion, participants expressed satisfaction to the way in which the workshop accomplished its objectives. There was more of a diversity, however, in participant reaction to how well the objectives of the workshop had been presented. Overall, though, reaction was favorable.

As the participants rated each session, we can only discern that what was well-received by some individuals was not by others. That is to say, where one session was rated fairly high by a number of participants, others gave that same session a correspondingly low rating. As such, there was no

real evidence of consensus in terms of 'best-liked" or "least helpful' sessions on a statistical basis. The media tour, however, was rated consistently low on all of the evaluation forms, many participants contending that they did not see how it fit into the workshop.

In much the same manner, participants did not greatly favor or disfavor any one consultant. Many participants expressed the feeling that they had not been able to meet with one or more of the consultants, and saw this as detrimental to their participation in the workshop. One participant particularly noted that the consultants were unavailable for more personalized sessions once their presentations had ended.

The Saturday sessions that dealt with competency identification were most frequently noted as the "most helpful" to the participants. Indeed, a major complaint was that the participants did not have the time to explore this area further with the consultants.

In considering the two films ('The Mexican-American: Heritage and Destiny" and 'Creating a Clientele for Adult Education"), the latter was consistently rated higher as being appropriate to the workshop. The Mexican-American film had its difficulties· many of the participants did not react favorably to it because so few (or any) of their clientele are of Mexican descent. The 'Creating a Clientele for Adult Education" was also rated by the participants as having more to offer to them than did the other film.

Personally, we felt that the consultants for the workshop seemed to be well suited to the tasks presented to them. However, the problems generated by the lack of time in which they had to organize (two of the consultants cancelled and had to be replaced the week of the workshop) caused

the consultants to be rather hurried in their presentations; they often did not have enough time to complete their sessions. We feel that this took place to the disadvantage of the participants, many of whom expressed this thought to us. We felt that the first panel laid the groundwork for the succeeding sessions, but that those following sessions only served to "whet the appetites" of the participants. Indeed, many participants expressed a desire for an in-depth workshop on one or more of the individual subject areas.

One problem, that will occur in any workshop of this type, is that the various participants are at different stages of achievement in the competency being developed. Some of the participants commented to us that what was presented was nothing new to them, while others were experiencing their first exposure to certain fields. This, we feel, made a number of the participants uncomfortable in the structure of the workshop. One way to get around this would be to work more closely with the participants to determine their actual needs and desires in the planning of the workshop. Such a situation should generate a more positive participant response.

We were particularly disappointed by the amount of individual participant input into the workshop itself. While this was something to be expected in the Friday sessions (the consultants providing participants with general overviews of their subject areas), we don't feel that enough time was spent at the close of the workshop to determine which "qualities of a good administrator" were lacking in certain individuals. Granted, this may have been a function of time available, but we think that this aspect of the workshop should have been given much greater emphasis. We view it as being of great importance to expose the individuals to their own competencies (or lack of

them) and at that point to give them something to ponder rather than saving this sorting process for some indefinite time after the close of the workshop.

Also, in terms of participant involvement, we would have liked to have seen some brainstorming sessions in which the principles which had been learned could be applied to certain real problems of the participants.

The film dealing with Mexican-Americans received mixed reactions, mainly because a good number of the participants do not work with Mexican-Americans. While those who saw the film encouraged the staff to purchase a copy, we don't believe that the film would be in much demand unless the staff "pushed" its use.

In closing, we would have to say that the entire staff worked quite well together in coping with the organizational and functional developments generated by the workshop. We hope that this is something which can and does continue throughout the remainder of the Project.

Appendix C

Individualized Training Programs
Participant Nomination Form

[To Be Completed By The State Director of Adult Education]

PARTICIPANT NOMINATION FORM
(For Local Adult Education Leader Training)

Project ACT P.A. 1-72

Name of Nominee: _____

Address: _____

_____

_____
City/Town State Zip Code

Telephone: _____

Recommendation: (Why the Nominee is being recommended for consideration as a participant including the status of the personal, local, and state commitments described in Program Information Sheet No. 3.

_____

_____

_____

_____

_____

_____

Priority placed on this Nominee as compared to other nominees being submitted (first, second, third, etc.).

Priority rating _____

Brief description of Nominee's adult education experience:

_____

_____

_____

_____

_____

P.A. 1-72

Certification of Nomination:

This Nominee has been selected as the result of consultation by the two members of the Project ACT Policy Board with appropriate involvement of (1) the Nominee, (2) the State "Strategy Board," and (3) local officials and/or program administrators to whom the Nominee is or will be responsible as a local adult education leader.

Signed: _____

Title: _____
(State Director)

Date: _____

Please return this form and a copy of the Nominee's "Needs Assessment Form" (Pa 2-72) on or before November 30, 1972 to:

Dr. James M. Kincaid, Jr.
Director Project ACT
Department of Education
Room 40, Liberal Arts Building
Colorado State University
Fort Collins, Colorado 80521

[To Be Completed By The State Director of Adult Education]

NOMINEE'S NEEDS ASSESSMENT FORM
(For Local Adult Education Leader Training)

Project ACT P.A. 2-72

Name of Nominee: _____

Address: _____

_____

_____

City/Town State Zip Code

Please rate the Nominee's Needs for training in each of the following competencies (to the best of your current understanding after consultation with the Nominee and others familiar with the Nominee). See Information Sheet No. 3--Participant Selection Criteria for more detailed information.

Competency	Level of Need for Training (Circle One Below)			
	Low	Moderate	High	Don't Know
1. (Personal and Interpersonal Behavior)				
a. Understands adults	1	2	3	DK
b. Rapport with others	1	2	3	DK
2. (Managerial and Supervisory Behavior)				
a. Power structure	1	2	3	DK
b. Involvement strategies	1	2	3	DK
c. Office management	1	2	3	DK
d. Rules and regulations	1	2	3	DK
e. Staff development	1	2	3	DK
f. Program development process	1	2	3	DK
3. (Leadership Behavior)				
a. Philosophy of adult ed.	1	2	3	DK
b. Commitment to adult ed.	1	2	3	DK
c. Communications	1	2	3	DK
d. Adult education subject matter	1	2	3	DK
e. Adult education methods and techniques	1	2	3	DK

P.A. 2-72

Determination of Commitment.

1. The Nominee has commited himself to a "local adult education leadership" career for the foreseeable future.

   _____ Yes _____ No

2. The local employing organization (e.g., public school district, community college) has officially taken action to:
   (Please respond to the most appropriate category below.)

   a. Continue the employment of the Nominee (who is currently employed as the local adult education leader).

      _____ Yes _____ No

   b. Employ the Nominee (who has been selected to fill an established local adult education leader position).

      _____ Yes _____ No

   c. Establish a new position for a local adult education leader, and there is every reason to expect that the participant trainee will be given high priority consideration for that position.

      _____ Yes _____ No

3. The state has a commitment to utilize the expertise of trained local adult education leaders in the furtherance of adult education programming and training throughout the state.

   _____ Yes _____ No

Signed: _____

Title: _____
(State Director)

Date: _____

Please return this form with the Participant Nomination Form (PA 1-72) on or before November 30, 1972 to:

Dr. James M. Kincaid, Jr.
Director Project ACT
Department of Education
Room 40, Liberal Arts Building
Colorado State University
Fort Collins, Colorado 80521

APPENDIX D

S A M P L E

INDIVIDUALIZED TRAINING PROGRAM

PROJECT act VIII

COLORADO UTAH
NORTH DAKOTA
SOUTH DAKOTA
MONTANA WYOMING

Department of Education
Room 40, Liberal Arts Building
Colorado State University
Fort Collins, Colorado 80521
(303) 491-5959

August 25, 1973

TO: Project ACT Participants

FROM: The Project ACT Staff

SUBJECT: Your Individualized Training Program (ITP)

Within the enclosed notebook you will find a ten month program designed to address your needs and interests as an Adult Educator in Region VIII. It is our hope that it will facilitate your efforts to best meet the needs of those you serve and to pursue your Adult Education career goals.

Your Program is developmental in nature; it is constructed to provide a variety of experiences in a purposeful, sequential fashion. We wish to stress, however, that we view your Program as flexible and open to adaptation. We therefore request, initially, that you 1) review your Program, 2) discuss it with your Policy Board member(s), and 3) provide us with your reaction. In addition, we ask that you maintain close contact with our office and your Policy Board members throughout the year.

As the year progresses, we anticipate that each of us will identify new resources that may be of mutual relevance. Please communicate your discoveries to us; we will do the same.

In reviewing your ITP, we suggest that you first read the "Summary of Suggestions for Use of Your Individualized Training Program". You will note that we have enclosed a stamped self-addressed envelope for you to mail your time schedule (as referred to in the "Suggestions for Use..." portion of the ITP). To expedite arrangements for your initial experiences, we have requested that the schedule be sent to us by September 10, 1973.

We will be looking forward to hearing from you in the near future. Please address your phone calls and/or correspondence to:

Virginia B. Ricard and/or
Sheila Schroeder
Program Coordinators

SS/nd

SUMMARY OF AND SUGGESTIONS FOR USE OF YOUR INDIVIDUALIZED TRAINING PROGRAM

It is our hope that the information which follows will aid you in utilizing your Individualized Training Program. It is recommended that you read this information prior to reading your Program in its entirety.

Your Individualized Training Program (ITP) has been designed to address your adult education staff development needs and interests. The Program includes five major sections titled:

1. Individualized Training Program
2. Summation: Competencies/Experiences
3. Literary/AV Resource List
4. Summation: Time Schedule
5. Estimated Budget

The following is a brief description of each section. For easy reference, you will note that the sections are of varying colors.

I. INDIVIDUALIZED TRAINING PROGRAM (Yellow)

The section entitled "Individualized Training Program" comprises the main body of your program. It has been "tailor-made" to address your interests and concerns. The ITP has been designed to provide you with experiences which are developmental in nature. Careful thought has been given to the sequence and "pacing" of your program.

As you will note, this section includes three major segments:

NEEDS IDENTIFIED BY PARTICIPANT which you related to us through interviews, written correspondence and/or phone conversations.

CRITERION COMPETENCIES: RECOMMENDED EXPERIENCES AND TIME SCHEDULES

A. On the left-hand side of each sheet you will find (1) an outline of the need(s) being addressed; and (2) sequential experiences which will aid in the development of competencies to meet the need(s).

B. Experience Facilitation - includes recommended resources designed to facilitate your efforts toward development of competencies necessary to meet your needs. Reference is made to human resources, sites (observations, visitations, workshops, practicums, etc.) and literary/audio-visual resources. A detailed listing of literary/AV resources is included in Section III of your Individual Training Program.

C. Time Schedule - specifies suggested dates for accomplishment of experiences. The schedule was developed with consideration for your overall program (including sequence, availability of resources and the information you have shared with us related to your time constraints).

YOUR EXPECTATIONS AND REACTIONS - A description of the process through which you will have opportunity to express your expectations prior to and reactions following experiences.

II. SUMMATION: COMPETENCIES/EXPERIENCES (White)

A one-page summarization of those experiences recommended to assist you in the development of competencies necessary to meet the needs which you have expressed.

III. LITERARY/AV RESOURCE LIST (Green)

A detailed reference list of all literary and audio-visual resources recommended in the main body of your ITP (yellow sheets). Unless otherwise indicated, appropriate literary/AV resources will be mailed to you from the Project ACT Resource Center according to your personalized time schedule.

IV. SUMMATION: TIME SCHEDULE (Pink)

Two copies of a one-page summarization of the recommended time schedule for completion of experiences, which collectively comprise your Individual Program. You will also note that there are two blank columns on the sheet entitled "adjusted time," and "actual time."

Following your review of the total ITP and discussion with (1) your Policy Board members and (2) the Project ACT staff, please complete the "Adjusted Time" column (i.e., should you feel adjustments in the time schedule are necessary).

Please keep one copy of your time schedule and mail the second copy to our office by September 10, 1973. We have included a stamped, self-addressed envelope for your convenience.

Upon completion of experiences, we request that you fill in the column entitled "Actual Time," and periodically apprise us of your progress throughout the year. This is recommended in order that we might supply references, arrange for visitations, etc. at the time appropriate for you.

V. ESTIMATED BUDGET (Blue)

Includes Project ACT budgetary allocations for your program and an outline of procedures for final expenditure approval.

In summary, your Individual Training Program represents a one-year plan for experiences designed to assist you in meeting your needs as an adult educator. For your convenience, the experiences we have recommended and the time schedule we have proposed have been summarized and included in your "total" program. We will be looking forward to hearing from you in the near future and to receiving your time schedule by September 10, 1973.

INDIVIDUALIZED TRAINING PROGRAM
FOR
AL C. TURNER - MONTANA

NEEDS IDENTIFIED BY PARTICIPANT

-Increased knowledge of adult personal and career counseling methods and techniques.

-Effective retention procedures for ABE students.

-Effective development of individualized instructional systems.

CRITERION COMPETENCIES: RECOMMENDED EXPERIENCES AND TIME SCHEDULES

For Counseling Need	Experience & Facilitation	Time Period
1. a. Identify at least 2 counseling needs of clients (i.e., students, teachers) in your local program.		September, 1973
b. Identify counseling methods/ techniques specifically directed toward the needs of adults.	Resources: A-1 to 7 (as preferred)	
2. Specify counseling methods and techniques relevant to the needs of adult clients identified in 1-a above.		October, 1973
3. Describe the implications of your findings in relation to: a. Adult educators in general. b. Yourself as an ABE teacher.		November, 1973
4. Identify:		
a. Methods of career counseling utilized by adult educators.	Resources: A-5, A-6, A-7	December, 1973
b. Several career counseling needs seen in your local adult program(s).		

	Experience & Facilitation	Time Period
5. Specify:		
a. One local program (in which you are directly involved) with an identified need.		December, 1973
b. At least 1 method of career counseling you view as relevant to your local program need.		
6. Determine:		
a. The feasibility of implementing the method (5-b above) in your local program.		January, 1974
b. A strategy for implementation.		
7. Where will you go from here?		

For Student Retention Need

1. Identify:		
a. Psychological and physiological factors associated with adult learning.	Resources: B-1, B-3, B-4-d, B-4-e	December, 1973 - January, 1974
b. Methods, techniques and procedures contributing to the establishment of learning climates preferred by the adult learner.	Resources: B-1, B-2, B-4-c.	
c. (For observation purposes):		
1. One adult program with a high participant retention level.	Site: Adult Education Tutorial Program, Denver, Colorado. Consultant: Sr. Linenbrink	
2. One adult program with a low participant retention level (your choice).		

	Experience & Facilitation	Time Period
2. Specify:		
a. Methods, techniques and procedures employed in both groups observed (1-c above).		January, 1974
b. Psychological and/or physiological factors evident to the observer in both groups.		
3. Compare/contrast methods employed and factors evident in the groups.		January, 1974
4. Describe implications for you as an adult educator.		January, 1974
5. Identify:		
a. Five to ten barriers to program participation by adults.	Resources: B-4-c, B-4-f, B-4-h	January/ February, 1974
b. At least one group of adults you are attempting to reach with local programs.		
6. Specify those barriers which are present for the adults identified (5-b above).		February, 1974
7. Determine implications for local adult education programming; include appropriate adjustments.		February/March, 1974
8. Implement the "adjusted" program.		March - June, 1974
9. Evaluate the result(s).		June, 1974

For Individualized Instructional Systems

1. Identify:		
a. Current individualized educational/instructional materials available to adult educators.	Resources: C-1 to C-6 (as preferred)	March, 1974
b. At least one program for adults utilizing an effective individualized instructional system.	Site: Casper, Wyo. Facilitator: Terry Brattin	

	Experience & Facilitation	Time Period
2. Specify:		
a. Materials of particular interest to you.		April, 1974
b. Materials utilized in the program(s) identified (1-b above).		
3. Describe:		
a. Materials of particular interest to you that were utilized in the program(s) identified.		May/June, 1974
b. Methods/system utilized in the program observed.		
c. Implications for you as an adult educator.		

YOUR EXPECTATIONS AND REACTIONS

1. Expected outcomes for and reaction to experiences involving the participant will be noted by the following:

   a. Participant

   b. Consultant (as applicable)

   c. Group serving as focus of participant involvement (as applicable).

2. Appropriate opportunities to express your expectations prior to and your reactions following experiences will be provided.

3. Follow-up reaction: June, 1974.

Purpose of Consultation

Consultant:

Sister Cecilia Linenbrink, Ph.D., Director, Adult Education Tutorial Program, 1040 11th Street, Denver, Colorado, 80204; telephone (303) 572-8395

To enable the ACT participant:

1. To observe teaching methods, techniques and procedures employed in a successful program for adults.

2. To observe the psychological and/or physiological factors evident among participants in the learning setting.

3. To relate implications of the observations to personal role as an adult educator.

NOTE:
In accordance with your Individualized Training Program, consultations/observations have been confirmed with Consultants and Facilitators as indicated on the attached ITP insert(s):

Consultants and Facilitators may be contacted directly to arrange mutually convenient visitations during the time frames noted in your ITP for each experience.

We request that you inform the Project ACT staff as to confirmed dates, etc. for your visitations/consultations, in order that we might make any necessary final arrangements. Please inform us at least two weeks prior to any visitations/observations.

Purpose of Consultation

Consultant:

Facilitator: Terry Brattin, ACT Participant/Facilitator, Director, Adult Learning Center, 340 South Center Street, Casper, Wyoming, 82601; telephone (307) 235-3544 or (307) 234-8684.

To enable the ACT participant:

1. To observe the use of individualized instructional methods with program participants.

2. To observe materials utilized in a program of individualized instruction.

3. To relate implications of the observations to personal role and future program planning.

SUMMATION: COMPETENCIES/EXPERIENCES
FOR
AL C. TURNER - MONTANA
September, 1973 - June, 1974

1. Consultation/Observation:

   a. Sr. Cecilia Linenbrink, Ph.D., Director, Adult Education Tutorial Program, Denver, Colorado.

   b. Terry Brattin (ACT Participant/Facilitator), Director, Adult Learning Center, Casper, Wyoming.

2. Implementation:

   a. Program adjusted to eliminate barriers to program participation by adults.

3. Determining feasibility of implementing a method of career counseling; implications for local adult education programming regarding barriers to participation by adults.

4. Identifying counseling needs of clientele; methods and techniques relevant to the needs of adults; career counseling methods.

5. Identification of psychological and physiological factors associated with adult learning. Methods and techniques of establishing learning climates preferred by the adult learner.

6. Identification of barriers to program participation by adults.

7. Identification of individualized educational/instructional materials for adults.

8. Comparing/contrasting teaching methods utilized in two adult programs; describing implications for retention of students.

9. Relating/describing implications of experience results to personal role.

10. Personal use of literary and/or AV materials (see attached list) related to:

    a. Adult personal and career counseling methods and techniques.
    b. Psychological and physiological factors in adult learning.
    c. Retention
    d. Individualized instruction.

11. Evaluation

LITERARY AND AV RESOURCE LIST
FOR
AL C. TURNER - MONTANA

A-1. Counseling and interviewing adult students. Washington, D. C.: NAPCAE, 1970.

2. Rogers, C. Client-centered therapy. Boston: Houghton Mifflin, 1951.

3. Rogers, C. Some elements of effective communication. (Tape) Bell and Howell, 1970.

4. Jessee, B. E., & Long, E. Counseling in adult basic education. Kansas City: University of Missouri, 1973.

5. Counselor orientation package, ABE in-service program guidance and counseling (multimedia). Austin: University of Texas at Austin, Extension Teaching and Field Service Bureau, 1971. (Tapes, overheads, film, etc.)

6. Belbin, E , & Belbin, R. M. Problems in adult retraining. London: Heinemann/Washington, D. C.: Nat'l. Council on the Aging, 1972.

7. Ginzberg, E. Career guidance: Who needs it, who provides it, who can improve it? New York: McGraw-Hill, 1971.

B-1. Knowles, M. S. The modern practice of adult education: Andragogy vs. pedagogy. New York: Association Press, 1970.

2. Knowles, M. The adult learner: A neglected species. Houston: Gulf Pub. Co., 1973.

3. Mimeographs: Characteristics of Adults
Characteristics of Youth

4. (Monographs) Research to Practice. Research Information Processing Center, Department of Adult Education, The Florida State Univ., Tallahassee, 1971.

a. In-service Education in ABE - Knox

b. The Role of the Paraprofessional in ABE - Norsworthy

c. Starting Students Successfully in ABE - Seaman

d. Psychological Factors in Adult Learning and Education - Verner and Davison

e. Physiological Factors in Adult Learning and Instruction - Verner and Davison

f. Preventing Dropouts in ABE - Seaman

g. Decision-Making in the Planning and Implementation of Instruction in ABE - Snyder

h. Recruitment in ABE - Snyder

i. Facilitating Learning Through the Use of Supportive Services in ABE - Ashley and Norsworthy

j. Program Evaluation in ABE - Knox

B-5. Motivation and recruitment. Albuquerque, N. M.: Southwestern Cooperative Educ. Lab., Inc.

C-1. McGuigin, F. J., & Peters, R. J. Assessing the effectiveness of programmed texts - methodology and some findings. Raleigh: North Carolina State U.

2. Butler, F. C. Instructional systems development for vocational and technical training. New Jersey: Educ. Technology Pub., Inc., 1972.

3. The Educational Technology Reviews Series. #3 - Introduction to the systems approach. New Jersey: Educ. Technology Pub., 1973.

4. Dorsett, L. G. Auido-visual teaching machines. New Jersey: Ed. Tech. Pub., 1971.

5. Klevins, C. Materials and methods in adult education. Los Angeles: Klevens Pub., Inc., 1972.

6. EDL Multi-media Instructional Programs and Systems. EDL, Inc., (Division of McGraw-Hill), 1969.

SUMMATION: TIME SCHEDULE
FOR
AL C. TURNER - MONTANA
September, 1973 through June, 1974

Criterion Competency	Estimated Time	Adjusted Time	Actual Time
Counseling	September, 1973 - January, 1974		
Student Retention	December, 1973 - June, 1974		
Individualized Instruction Systems	March/June, 1974		

Other Potential Activities

1. ACT workshops involving all participants, as yet unscheduled.
2. State workshops/activities involving participants by state.

ESTIMATED BUDGET
FOR
AL C. TURNER - MONTANA
September, 1973 - June, 1974

Process for Expenditure Approval

Final expenditure approval for all Project ACT participant travel, per diem, registration fees, etc., must be gained prior to each activity. The process for receiving final approval is as follows:

1. You have received as part of your ITP (yellow sheets) (or will receive within the very near future) special correspondence related to and insert(s) for your ITP indicating the purpose of "consultation", "visitation", etc. In most cases, it has been suggested that you make direct contact with the site and/or consultant recommended to you. The sites and consultants involved have received information related to your ITP, purpose of visitations, etc.

2. In order that we might make any necessary final arrangements with sites and/or consultants, we request that you apprise the Project ACT office of the date(s) you will be making visits, observations, and/or working with consultants. This information should be received in our office (via phone or mail) no less than two weeks prior to your experience.

Your Estimated Budget*

Travel:		
1. Denver, Colo.:	airfare and ground transp.	$150.00
2. Casper, Wyo.:	" " "	80.00
Per Diem:		
1. Denver, Colo.:	2 days @ $25/day	50.00
2. Casper, Wyo.:	2 days @ $25/day	50.00
Communications:	(telephone and postage)	10.00
Other Project Activities:	workshops, meetings, etc.	200.00
	Total estimated budget	$540.00

*Note: This estimated budget has been developed to reflect expenditures directly related to your ITP. Regional Resource Team expenditures are not included as part of this estimated budget.

Appendix E

Individualized Training Program Consultations and Visitations

CONSULTATIONS AND VISITATIONS

Consultants/Facilitators	Participant
1. Dr. John C. Snider, Director (F) Non-Traditional Study Program University of Missouri Columbia, Missouri 65201	James Allen Wyoming
2. Dr. Maurice Barnett (C) Division of Data Processing Utah State Board of Education 340 East-3545 South Salt Lake City, Utah 84103	Dr. Joseph Allen Utah
3. Mrs. Molly Espey (C) Proposal Writing/Funding Specialist 416 South Grant Avenue Fort Collins, Colorado 80521 Mr. Felix Vigil (F) Job Corps Women's Center 1500 Indian School Road, N.W. Albuquerque, New Mexico 87102 Mr. David Carrasco, Director (F) Job Corps Manpower Center P.O. Box 119 El Paso, Texas 79941	Terry Brattin Wyoming
4. (Mrs. Molly Espey) (C) Mr. Bill White c/o Star Valley Swiss Cheese Co. Thayne, Wyoming 83127 or University of Wyoming Laramie, Wyoming 82070	June Brown Montana
5. Mr. Phil Lott, Adult Education Director (C) Board of Education 280 West-940 North Provo, Utah 84601	James Burgon Utah
6. (Mrs. Molly Espey) (C) Dr. William F. Hodges (C) Psychologist (Human Behavior) Colorado University 4975 Durham Boulder, Colorado 80301 Dr. Charles Porter (F) (for Flint, Michigan/Mott Foundation) Community Education, Dept. of Education Colorado State University Fort Collins, Colorado 80521	Tom Carlin Montana

Consultants/Facilitators	Participant
7. (Mrs. Molly Espey) (C) (Mr. Bill White) (C) Mr. Preston Davis, Director (F) Office of Educational Media Room A-77 Social Sciences Building Colorado State University Fort Collins, Colorado 80521	Norm DeVoe Montana
8. Dr. Arthur Burman (C) College of Education University of Iowa Iowa City, Iowa 52246 (Mrs. Molly Espey) (C)	James Doolittle South Dakota
9. Mr. Phil Mattoon, Director (F) Community Schools 395 South Pratt Parkway St. Vrain School District Longmont, Colorado 80501 Sister Cecilia Linenbrink, Ph.D. (F) Director, Adult Education Tutorial Program 1040 11th Street Denver, Colorado 80204 (Mr. Richard Rowles) (Dr. Glenn Jensen)	Peggy Fester Wyoming
10. (Mr. Phil Mattoon) (F) Mr. Dale Medearis (C) Industrial Communication Counselor 2327 South Columbine Denver, Colorado 80210 (Dr. Charles Porter) (F) (Ms. Sheila Schroeder & Mrs. Virginia Ricard) (F) Mr. John Pond, Manager (F) Staffing and Development Martin-Marietta Corporation 3840 South Wadsworth Avenue Denver, Colorado 80201	Paula Hanrahan Colorado
11. (Dr. William F. Hodges) (C) Mr. Mike Korologos, Media Specialist (C) Salt Lake Tribune P.O. Box 867 Salt Lake City, Utah 84110	Dr. Sue Harry Utah

Consultants/Facilitators	Participant
Mr. Sid Tanen (C) Assistant Director, ABE Department of Education Capitol Building Santa Fe, New Mexico 87501	Dr. Sue Harry (cont.) Utah
Dr. David E. Sweet, President (C) Minnesota Metropoliton State College L L 90 Metro Square Building St. Paul, Minnesota 55101	
12. Mr. Maurice Hickey, Educational Lobbyist (F) Montana Education Association 1232 East 6th Avenue Helena, Montana 59601 (Mrs. Molly Espey) (C)	Hal Hawley Montana
13. (Sister Cecilia Linenbrink) (F)	Nancy Hoffelt North Dakota
14. (Sister Cecilia Linenbrink) (F) Mr. Harvey Jacobson (C) Media/ Public Relations Specialist Bureau of News and Information University of North Dakota Grand Forks, North Dakota 58201 (Dr. Charles Porter) (F)	Grant Johnson North Dakota
15. (Sister Cecilia Linenbrink) (F) (Dr. Charles Porter) (F)	Allan Kap Utah
16. Mr. Tom Engeman, Director of Programming (C) South Dakota Educational TV Network 310 East Clark Street Vermillion, South Dakota 57069 (Sister Cecilia Linenbrink) (F) (Mr. Lamar Gailey) (F) Mr. Edward Hudson, Assistant State Director (C) Adult Education, State Department of Education P.O. Box 480 Jefferson City, Missouri 65101	Gordon Kendall South Dakota
17. (Dr. William F. Hodges) (C) (Mr. Phil Mattoon) (F) (Sister Cecilia Linenbrink) (F) (Dr. Charles Porter) (F)	Shirley Kircher Colorado

Consultants/Facilitators	Participant
Dr. James K. Bachmann (C) Assistant Professor, English 335 Liberal Arts Building Colorado State University Fort Collins, Colorado 80521	Shirley Kircher (cont.) Colorado
18. (Sister Cecilia Linenbrink) (F) (Dr. Charles Porter) (F) Dr. Robbie Nayman, Director (F) University Learning Laboratory 101 Aylesworth Colorado State University Fort Collins, Colorado 80521	Eloy Martinez Colorado
19. (Mrs. Molly Espey) (C) (Sister Cecilia Linenbrink) (F) (Mr. Phil Mattoon) (F)	Mary Rusch Wyoming
20. Dr. Wayne L Schroeder (C) Department of Adult Education The Florida State University Tallahassee, Florida 32306	Edward Salisbury Utah
21. (Observation/Participation: CSU, Fort Collins; New York, NY)	Leo Schmidt North Dakota
22. (Mrs. Molly Espey) (C) (Mr. Phil Mattoon) (F) (Dr. Charles Porter) (F) (Mr. Bill White) (C)	Phillip Sheller Wyoming
23. Mrs. Ruth Darlington, Director (F) House Neighborly Service 187 North 9th Street Brighton, Colorado 80601 Mr. Sig Johnson, Director (F) Adult Education Program 110 South Cody Jefferson County Administration Bldg. Lakewood, Colorado 80226 (Sister Cecilia Linenbrink) (F) (Mr. Phil Mattoon) (F) (Mrs. Molly Espey) (C)	Frances Thompson Colorado
24. (Mr. Bill White) (C)	Lloyd Wilson South Dakota